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A workshop on outdoor education, funded by the Elementary and Secondary Education Act, Title V, was held to develop guidelines for a residential program for urban disadvantaged youth. Participants came from various educational and other disciplines. Resource speakers and leaders were also involved. Tentative guidelines and objectives were produced by three workshop groups and recommendations of participants and of the steering committee are included in the document. (NH)

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A Report on the Workshop for the Preparation of Tentative Objectives and Guidelines for Resident Outdoor Education Programs for Urban Disadvantaged Youth

Prepared by

Robert L. Vogl

Sponsored by the

Office of the Superintendent of Public Instruction

State of Illinois

under

Title V E.S.E.A

Held at the Lorado Taft Field Campus of

Northern Illinois University

May 25-27, 1967

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FOREWORD

An expression of appreciation is due the resource personnel and the workshop participants for their fine efforts which contributed to the development of the Tentative Objectives and Guidelines for Resident Outdoor Education Programs for Urban Disadvantaged Youth.

The Steering Committee, whose thoughts, preplanning and willingness to try a different approach to a workshop in outdoor education must also be given appropriate recognition for their contributions.

The Office of the Superintendent of Public Instruction and the staff from that office who helped make this workshop possible deserve praise for their willingness and support in this venture.

Finally, the various cooperating institutions are thanked for permitting their personnel to assist in this endeavor.

Sincerely,

Robert L. Vogl, Chairman
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Workshop on Resident Outdoor
Education for Urban Disadvantaged
Youth

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A WORKSHOP ON RESIDENT OUTDOOR EDUCATION FOR URBAN DISADVANTAGED YOUTH

Thursday, May 25, 1967

7:30 p.m. Arrival - coffee and cookies
Since small group discussions are part of the program format, this time is set aside for participants to become acquainted.

8:30 p.m. An Anthropologist's Perspective - Stanley Newman, Northeastern Illinois State College
What changes can schools expect of urban disadvantaged youth?
What changes can urban disadvantaged youth expect of schools?

9:30 p.m. Discussions

Friday, May 26, 1967

8:00 a.m. Breakfast

9:00 a.m. The Chicago Program of Camping and Outdoor Education as discussed with Fred L. Betz, Consultant, Chicago Board of Education

12:00 Noon Meal

1:00 p.m. Some Potentials of Sensitivity Training - Morris L. Haimowitz, Director, Bureau of Human Relations, Chicago Board of Education
Increasing our awareness of group processes
Preparing workshop participants for their assignments

3:30 p.m. Developing a Rationale for Resident Outdoor Education Programs - Morris Wiener, Lorado Taft Field Campus, Northern Illinois University

5:00 p.m. Evening Meal

7:00 p.m. Procedures and groupings for sessions devoted to the development of objectives and guidelines for designing resident outdoor education programs for urban disadvantaged youth.

7:30 p.m. Group Session I - Pondering alternatives and seeing the implications of suggestions for objectives and guidelines for designing resident outdoor education programs for urban disadvantaged youth.

Saturday, May 27, 1967

8:00 a.m. Breakfast

9:00 a.m. Group Session II - The development of written statements of suggested objectives and guidelines for resident outdoor education programs for urban disadvantaged youth.

12:00 Noon Meal

1:00 p.m. Sharing the group recommendations for reactions from all participants

3:00 p.m. Implications of the workshop - What I Saw Happening
What directions for the future? What still needs resolving?
From the Participants

THE PURPOSE OF THE WORKSHOP

A major source of direction for this workshop came from the Office of Public Instruction and was expressed in a letter from Dr. Warren L. Evenson. He stated:

> "The anticipated benefits to this State Office will be in the form of a tentative outline which will assist Title I people in assessing Outdoor Education proposals and will provide a basis for counsel to schools in initiation and implementation of such a program. Then, too, such a guide would assist our Title III ESEA personnel in the review and recommendation of its proposals which deal with outdoor education."

The Steering Committee recognized the difficulty of achieving such a product within the period of time allotted. The decision to involve people from a variety of backgrounds within education and from fields outside of education gave a broader perspective to the workshop, but it also increased the difficulty of achieving the expressed goals. The participants, who were invited to serve, were charged with the responsibility of developing objectives and guidelines for resident outdoor education programs. In order to help set the stage for the work of the participants, resource speakers and leaders were utilized.

AN EXPLANATION OF THE WRITING OF THE WORKSHOP REPORT

In the writing of this report it was determined that the major contributions of each speaker would be highlighted with a minimal alteration of the words used by him. While the style of the report differs from what each resource person used to present his thoughts, every attempt has been made to maintain the intent of the speaker. In addition to the presentations of each resource person, the reactions of one person designated to concur with and challenge thoughts

expressed by speakers were included at the end of each report. These reactions were expressed to the workshop participants by Robert L. Vogl, who served as the reactor.

AN ANTHROPOLOGIST'S PERSPECTIVE - Stanley Newman, Northeastern Illinois State College

What Changes Can Schools Expect of Urban Disadvantaged Youth?

What Changes Can Urban Disadvantaged Youth Expect of Schools?

Since much of the use of this guide was envisioned for Title I projects, the workshop focused on designing resident outdoor education programs for urban, disadvantaged youth. Our first resource speaker was charged with the responsibility of raising the group's awareness of these youth. He conducts graduate classes for teachers enrolled in a course of study leading to a Master's degree with emphasis on educating culturally disadvantaged youth. He is involved in two community projects for such youth. One is as a "liaison for mainstream America" with theBlackstone Rangers, a teenage and young adult gang of Negro youth in Chicago. Also, he works at a medical center helping poor people obtain medical services.

A Delineation of the Major Points Established by Mr. Newman

1. Disadvantagement is a complex, multi-variable problem further complicated by the tendency of mainstream Americans to place the onus solely with the poor.
2. Poverty is not just being poor - it is the daily and simultaneous coping with primitive concerns of food, clothing, cleanliness, housing, heat, rest, play and work.

3. Poor people have middle class aspirations, but long periods of impoverished living makes them, to a degree, think and act differently. This results in a life style which is different in its tone and quality.

4. Poor people often possess negative self-images which manifest themselves in self-hatred, apathy or outbursts of violence.

5. Disadvantaged youth are often highly verbal, but frequently talk in a dialect or idiom which differs from the patterns of expression expected by schools.

6. Poor people desire education for basically two reasons.
   a. Generally, as a means of upward mobility;
   b. Specifically, as the well paying job it can bring.

7. Poor health is more prevalent than school officials recognize. This is not only a result of economics and poor medical services but also from differences in their life style.
   a. They seldom practice preventative medicine.
   b. They rely on patent medicines.
   c. They do not seek medical attention until symptoms are severe.
   d. They lack medical knowledge and are reluctant to admit it.
   e. Their daily routines and/or work schedules conflict with medical advice.

8. Whatever abstractions are developed about poor people one needs to check the accuracy of these abstractions against the lives of the youth with whom he is working.
   a. Look for variations according to subgroup membership because each group has its own heritages and histories -

Appalachian Whites, American Indians, American Negroes and Puerto Ricans.

b. Look for variations according to families and individuals.

9. Teachers of disadvantaged youth need to be knowledgeable about the subcultural backgrounds of the youth with whom they are working. The understanding of a subculture can change a teacher's interpretation of pupil behavior. A changed teacher interpretation can improve the quality of her relationship with her pupils. An improved relationship can result in improved school performances for disadvantaged youth.

10. A number of avenues for teachers to gain an understanding of subcultures of pupils exist.

    a. Reading newspapers and magazines of the subculture

    b. Visiting the neighborhoods and homes of pupils

    c. Listening to radio stations popular with a subculture

    d. Living in the same community, whenever possible

11. Outdoor educators need to value three elements in order to effectively use the resident setting for programs with disadvantaged youth.

    a. They need to stay flexible and open by minimizing middle class expectations and facility arrangements. Few, if any, preconceived notions of what the experience must and will be for youth should exist. Top priority should be given to helping youth express ideas. After ideas are expressed, then sensitive attention can be given to how youth can be helped to express their own thoughts in ways more easily understood by people outside of their own subculture.

b. Teachers need to see the outdoor education program, and its moments of leisure, recreation, socialization and total living, including eating, sleeping and personal hygiene, as opportunities to gain insights and understandings into the lives of disadvantaged youth. Also, teachers would need to see the value of having children know them in a more humanized role of eating, sleeping, recreating, self-care, and caring for facilities.

c. Since the program extracts youth from the everyday pressures of living, they should be better able to gain insights into their own behavior, problems and possible solutions to these problems. Teachers could help bring many things into perspective, and make them more accessible, by skillfully leading the discussions of youth.

A discussion session followed Mr. Newman's presentation and a number of conflicting views were expressed with no attempt to resolve them.

1a. A resident program should stress the qualities of communal living - sharing with one another the joys and demands of living together.

1b. The communal living concepts has some limitations. Disadvantaged youth already share - bathrooms, beds, living space, play areas, food, clothing and toys. Sharing should be limited to that of a group experience.

2a. An entire classroom, along with their teacher, should serve as a basic unit of organization in order to develop feelings of identification and rapport between teachers and pupils.

2b. Children from a variety of backgrounds - social, economic,

racial and religious - should be mixed together in cabin and study groups.

3a. Camps should be segregated by sex, particularly above grade six because fights frequently break out from competition for the attention of the opposite sex. Also, teenagers bring an internal group structure with its pecking order. This structure would interfere with the effective assimilation of coeducational youth from a variety of backgrounds.

3b. The values of learning to live healthfully with members of the opposite sex are important ones for the school to teach. Additionally, youth from grades four through six seldom create "courting conflicts".

4a. The "army style" of discipline might work well with disadvantaged youth, since the army seems to have had success with them.

4b. The "army style" of discipline works well because one's choices are unappealing. Conformity to rules does not always include a change in attitude. This type of discipline would just intensify feelings of animosity toward school and authority in general.

5a. The objectives of any educational program in our society should not change because of differences in the life style of youth.

5b. Idealistically this is true. However, the youth with whom one is working requires recognition of these differences in expressed objectives. The objectives would still need to be consistent with democratic values.

These five points of disagreement were carried over into later discussion sessions and were to a great degree resolved. The tentative objectives and guidelines imply this fact.

REACTIONS

Mr. Newman created a vivid picture of the life style of disadvantaged youth. He maintained a convincing position why teachers should be more knowledgeable regarding the subcultures of disadvantaged people. The plea to use the resident outdoor education setting as an opportunity to listen to disadvantaged youth express their own personal and group sense of reality is an important concept.

It would have been helpful if Mr. Newman had pointed out ways in which ghetto living prevents many of its residents from gaining an accurate perception of themselves, from overcoming the false sense of security which sometimes develops and from gaining more accurate perceptions to the strengths and weaknesses of middle class living.

It seems that the current frustrations of disadvantaged people requires some new thinking and values in our society. Part of this new thinking would include the right of disadvantaged people to better lives, their right not to accept middle class values at face value, and their right to rethink and reshape some middle class values as they themselves move upward socially.

SOME POTENTIALS OF SENSITIVITY TRAINING - Morris L. Haimowitz, Director Bureau of Human Relations, The Chicago Board of Education

Dr, Haimowitz was asked to prepare the participants in the following ways:

1. Increase their awareness of group processes at work in a resident outdoor education setting.

2. Help participants to recognize that these same processes will go on during the working sessions devoted to developing objectives for outdoor education programs.

In order to achieve these purposes the following techniques were used along with the interpretations of these experiences.

1. Using the group as a "working model" we were divided into three smaller groups for discussions regarding a hypothetical situation. After the discussion sessions, the following interpretations were provided.
    a. How a person behaves in one group situation is usually an indication of how he will behave in other situations.
    b. If we are good observers of people, we can get on top of situations before they grow to proportions difficult to handle.
    c. Some factors to observe in groups:
        1. How leadership and roles are determined.
        2. How discussions develop and whether an agenda exists.
        3. How power is distributed and what patterns of domination prevail.
        4. How troubles within a group can be observed and the need to recognize the emotion contributing to the troubles.
        5. How much of our group behavior is determined through conditioning.
        6. The degree of consensus with a group on a continuum from no consensus to total consensus.
2. An analysis of underlying social values as exposed through group

discussions with one's neighbor was provided. Underlying social values were described by the words: immortality, prestige, knowledge, rectitude, well-being, power and security. When people are expressing their ideas one can listen thoughtfully and try to categorize what is being said according to underlying social values. If we possess these social values, we feel good. If we do not have them, we do not feel good.

3. Role playing was done to illustrate a technique of helping teachers develop a larger repertoire of handling discipline with their class. Too often teachers use a variation of one major technique in dealing with discipline: As the teacher, they set all the standards for the class, and if children fail to conform they are excluded from class participation.
4. In closing Dr. Haimowitz expressed a need to use resident outdoor education programs as opportunities for youth to learn to live with others from different racial backgrounds.

REACTIONS

Dr. Haimowitz's presentation seemed to be a highlight of the workshop for many participants. In addition to preparing the participants for their workshop responsibilities, his effectiveness created an awareness in many participants for the potential contributions of sensitivity training to education. A number of people expressed a need for more training in this area. While sensitivity training is not a cure-all for educational ills, it has an important contribution to the improvement of the operation of our schools.

THE CHICAGO PROGRAM OF OUTDOOR EDUCATION as discussed with Fred L. Betz, Consultant, Chicago Board of Education

Reviewing the progress of the Chicago program made an important contribution to the consideration of objectives and guidelines for resident outdoor education programs for urban disadvantaged youth. Since February, 1966, the Chicago Public Schools have been conducting one week resident experiences in outdoor education for interested children under the leadership of their classroom teachers. The program is made possible through funding under Public Law 89-10 Title I, and includes some children from non-public schools. (A detailed description of the actual program can be secured through writing Camping and Outdoor Education, Chicago Board of Education, 228 N. La Salle in Chicago. A brief overview of the program appears in the Social Studies Issue of the Illinois Journal of Education, December, 1966, pp. 69-70).

Some Major Points Established During the Discussion

1. The uncertainty of the amount and date of funding made it more difficult for gradual program development and long range planning, which
    a. Increased the complexities of securing and preparing staff - administrative, teaching, counselling and nursing;
    b. Increased the complexities of the logistics of operation;
    c. Limited the developing of a rationale and program objectives.
2. The availability and choice of leadership influences program development through

a. University personnel and other outdoor specialists;

b. Professional orientation of leadership personnel;

c. Expectations as to what the program should be.

3. Teachers assumed major leadership roles at the resident center, which

a. Created opportunities for joint teacher program planning;

b. Aroused some concerns in teachers regarding

1. Teaching outdoors;

2. Living away from home and families;

3. Enduring the physical demands of activity and lessened conveniences.

c. Required teacher preparation sessions to

1. Provide skills, knowledges and techniques of teaching outdoors;

2. Provide a basis for outdoor education, including the attitudes, skills and insights to effectively utilize the growth potentials of the resident setting.

4. Changes occurred within the schools to adjust to the uniqueness of the program.

a. Children, due to knowledge gained from medical exams, are receiving better medical care.

b. Many children have shown enthusiasm for the program.

c. Many teachers have shown enthusiasm for the program.

d. Ongoing teacher preparation opportunities have been provided.

e. Increased school-university relations have developed.

REACTIONS

It was important to have had the candidness which prevailed during this discussion. Without knowledge of the complexities of starting large scale programs for urban disadvantaged, we would have been poorly prepared to develop tentative objectives and guidelines for possible use by other school systems wishing to initiate outdoor education programs. This seems to be a forward step for education in Illinois.

We need more candidness, more openness and more "give and take" sessions in which ideas can be explored for improving educational opportunities. The complexities and realities of education in urban America demand that more educators "put the cards on the table." We have undertaken a tremendous task in this nation - that of providing a quality education for all youth - consistent with the operating principles of a democratic society. Such a committment requires openness and frankness in order that we do not distort reality.

DEVELOPING A RATIONALE FOR RESIDENT OUTDOOR EDUCATION PROGRAMS - Morris Wiener, Northern Illinois University

Dr. Wiener was asked to help the participants develop a reasonable and sensible foundation for action - a rationale. The rationale served as a basis for producing a document of objectives and guidelines. It seems appropriate that the elements for a rationale would come from sources which are appropriate for all of education.

These sources include:

1. The nature of society
2. Basic cultural values
3. The learner and the process of learning
4. The role of the school (and objectives of education)

We have focused our attentions on a specialized population - the disadvantaged urban youth. Therefore, we must know the nature of their society and their environment. What are the forces and conditions operating within their society, and the effects of home, school, neighborhood and community? What is the relation of this environment to the conditions of the larger society? Finally, what are the implications for designing resident outdoor education programs for disadvantaged youth?

What meaning can we give to the basic core of cultural values - a democratic ideal - as we plan for urban youth? How can we give recognition to a way of life in which value is placed upon faith in and respect for all individuals, concern for the welfare of others and one's own actions, participating in making and carrying out of decisions, and using intelligence to solve problems? How can these principles be translated into program approaches in the resident setting?

What is the nature of the learner and the process of learning? In what way do we view disadvantaged youth in order to appropriately plan programs? Can we view him as a human being in the process of developing an adequate self-concept, open to his experiences in the world of reality? How can his behavior be modified? When does knowledge become behavior? How can we provide a learning climate which encourages and nourishes changes in perception so that a learner becomes more adequate? What can the resident outdoor education experience afford the learner from the disadvantaged urban environment?

The role of the school in society is to a degree determined by how we choose to define the objectives of education. We can present these objectives with a concern for human needs and the welfare of the society. Such objectives as self-realization, human relationships, civic responsibilities, economic efficiency and the development of rational thinking fall within this broad context. How can these objectives gain recognition through a program of resident outdoor education?

In order to help clarify how a resident outdoor education program should be developed for school purposes, we need to focus on the uniqueness of a resident setting as a learning environment. Dr. Wiener stressed the following points:

1. There exists a unity in the natural environment of which man is part. This unity of nature is reflected in balance, orderliness, and harmony, and is expressed in both the uniqueness and interrelatedness of the natural environment. The outdoors abounds in beauty, mystery, and power that challenges man to discover, analyze,

interpret and use that which surrounds him and of which he is a part. Parallels exist in the cycles of nature and man's rhythm, in the interdependencies and uniquenesses, in the complexities and simplicities of patterns in life, both natural and human. It would seem that an intimate contact with the unity of nature would allow and encourage informality and rapport, meditation and introspection, a deeper awareness of one's self and of the world, and an increased use of the powers of perception and feelings.

2. The outdoor setting offers opportunities for direct experience and involvement with and in the context of environmental reality. Within the framework of the school program, outdoor experiences confront learners with the new, unique, and the unusual, thus providing a high degree of motivation.

3. In resident settings, learners are afforded a more integrated type of learning experience in which cooperative group effort strengthens social support for desirable behavorial changes. The extended period of time in an isolated children's community allows for functionally integrating study, work, recreation and healthful lving under the guidance of teachers. Concern for health, group relations, and group living, self-direction, responsibility, and use of leisure time can lead to defining outdoor education programs beyond the study of rocks, trees, soil and water.

In a school frame of reference, outdoor education is a process of effectively using the outdoors as an integral part of the curriculum. School personnel need to decide what the most effective use of a resident outdoor education setting for disadvantaged youth will be.

REACTIONS

Dr. Wiener gave us a solid background of leads and questions to help us develop appropriate objectives for resident outdoor education programs for urban disadvantaged youth. The detail and sophistication of his paper required more time than the participants had to ask questions and reflect upon his statements.

In many respects the personalized way in which his own rationale was developed helped us to recognize how the feelings, attitudes and beliefs of one developing a rationale enter into the product. However, in some respects his rationale was over personalized because it concealed the scientific insights of ecological thinking. Documentation regarding the complexities, interrelationships and cycles of nature and man's dependency upon natural resources exist. The linking of beliefs and facts, while an important aspect of science, might falsely suggest to some that ecology is not good science.

TENTATIVE OBJECTIVES AND GUIDELINES FOR RESIDENT OUTDOOR EDUCATION PROGRAMS FOR URBAN DISADVANTAGED YOUTH. (The objectives and guidelines were compiled from reports of the three groups and rewritten to express consistency and continuity.)

1. The social living aspects of the resident experience (human ecology) should have priority over the academic phase of the program. Both opportunities to participate in group and individual activities should be presented. All the experiences during the period in residence have an effect on human behavior and therefore should be appropriately planned for. Group living experiences are not necessarily planned for in the same way as academics. Opportunities for teacher-pupil planning and evaluating of all experiences should be provided. A rational class analysis of problem situations or discipline concerns while in residence would have priority over authoritative teacher decisions to control behavior.

2. Priority on social living strongly suggests that co-ed experiences are a valuable learning opportunity. What may be perceived in an academically oriented program as a learning problem may be relished as a unique opportunity for learning in a resident program. Experiences with members of different races, cultures, and/or economic levels also present unique opportunities for learning. Inherent in a resident setting is the need to discuss and practice good mental and physical health including safety practices necessary to insure the well-being of individuals and groups.

3. The development of a positive self-concept in children should be a central focus of a resident outdoor education program. This objective would place a high value on the social living and language arts dimensions of the experience. Individuals should have opportunities to choose activities in which to participate from a series of equally desirable alternatives. They would be given opportunities to contribute to the functioning and welfare of the larger group through service projects such as table setting, serving and clearing. Children would be given many opportunities to present their own ideas as to what the experience has meant to them.

4. An environmental appreciation and understanding should be the focus of the academic program. This would complement and be consistent with the human ecology approach of the social program. Both ecology and human ecolgy as disciplines address the questions of processes, cycles of life, energy exchanges, and the dynamics of functioning communities. Recent emphasis in science education is upon an increased involvement of the learner in the process of scientific discovery. Therefore, academic experiences in the outdoor would stress the analysis of natural communities - the forest, pond, stream, river, prairie, fields etc. - through approaches in which the learner is more fully involved in discovery methods. The analytical skills, techniques, and concepts used to analyze the natural communities can be useful in helping youth to analyse and understand the functioning of the community in which they live.

Concepts such as competition, dominance, mortality, life cycles, energy exchanges, social organization and stratification are in some degree useful for the analysis of human communities. The role of agencies such as schools, courts, police, welfare services and others would be analysed. This aspect of the program would tend to merge appropriate areas of natural and social science. Therefore, qualified staff would need to develop the implications of this kind of program.

5. Emphasis should be given to the development of some historical and cultural understandings of man and his changing economic, social, artistic and political relationships with his natural environment. Within this context, opportunities would arise for the involvement of willing youth in maintaining, preserving or improving the quality of the natural environment.

6. The wise use of leisure should be an important program concern. Alternative opportunities for the utilization of leisure moments while in residence should exist. The opportunities provided should be both appropriate for the youth being served and the unique opportunities of the outdoor setting. Recreational activities and skills with current appeal and future recreational potentials should be given priority.

It was keenly felt by the workshop participants that resident outdoor education programs for disadvantaged youth offer unique educational potentials not readily accessible in typical classroom situations. Therefore, something other than "more of the same" is possible for

teachers and pupils. The very uniqueness of the resident outdoor education experience prevents its being defined solely in terms of typical subject matter categories such as science, arithmetic, language arts, social studies, etc. While these typical classroom approaches have elements which are applicable outdoors, it would be a mistake to define outdoor education in terms of subject matter areas. The totality of the experience - living together and working from the unique educational potentials of direct experiences in the outdoors - requires that teachers and administrators be prepared in how to effectively utilize this uniqueness. In order that existing school curriculum is not just transferred to another setting, it is important that resident workshops be held for school personnel at the sites to be used with youth.

REACTIONS TO THE WORK OF THE GROUPS

The groups functioned well in their assigned responsibilities. Variations existed as toward which factors groups directed their efforts. However, when the respective efforts were synthesized, a stronger and broader basis for the statements of objectives and guidelines developed.

At times each group required some redirecting from an outside source to regain perspectives, rethink issues or be made more aware of what seemed to be happening within the group. The specific tasks with which the groups needed help were:

1. Screening out the opinions of experts to see if they were valid.
2. Recognizing the subtleties of racial prejudice.

3. Recognizing the presence of middle class values and pursuing their implications for program planning.

RECOMMENDATIONS OF THE PARTICIPANTS

It was recognized that the tentative objectives and guidelines for resident outdoor education programs require some testing with school systems in order to confirm, reject or improve upon them. Pilot projects with children from a number of areas within Illinois could serve this function. It was suggested that school systems such as Peoria, East St. Louis, Danville, Springfield and others might be interested in such an approach during the 1967 and 1968 school year. The participants were also interested in a second workshop similar to this one being developed by the Steering Committee. For such a workshop, it was recommended that personnel from other urban areas in the Midwest now involved or interested in such involvement be invited. It was further resolved that effort should be made to secure more participation of teachers, counselors and college students active in such programs. A follow-up workshop was envisioned for the 1967 and 1968 school year.

RECOMMENDATIONS OF THE STEERING COMMITTEE

Additional opportunities and efforts to explore and clarify objectives and guidelines for outdoor education programs are needed. More detailed points in support of the objectives would be most helpful. The implications of the objectives and guidelines need fuller development in the areas of facilities, staffing, staff preparation, day programs and evaluations of programs.

More alternative means of implementing a resident outdoor education curriculum should be suggested.

The tentative objectives and guidelines should be analyzed in terms of the information being accumulated in the vast outpourings of literature regarding disadvantaged youth.